A Multi-Level School Accountability System to Evaluate the Opportunity for an Adequate Education

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Overview of Presentation

- Background
  - The process
  - Review of statutory requirements
- Very brief reminder about input system
- The performance-based system
  - A two-level system
  - Almost done
- Timeline
- Questions, comments?

Basic Premise

- Accountability system must enable the state (NH DOE) to evaluate and document that all New Hampshire schools are providing students with “an opportunity to receive an adequate education”

- The law requires a dual system:
  - Input-based system
  - Performance-based system

The Process

- The "AYP Task Force", a standing committee that advises NHDOE on a range of accountability issues
  - Broad district and school representation
  - Led the design and development of the input system
  - Now focused on designing the growth metrics for the performance-based system
  - Generally meets at least monthly; working on adequacy issues since last April
  - Supported by Deb Wiswell, Tim Kurtz (assessment director), Karen Laba and Keith Burke (independent consultants), Scott Marion & Damian Betebenner, Center for Assessment

The Process (continued)

- The "Commissioner's Task Force", a legislatively-mandated (RSA:193-E) committee <u>focused on the development of the performance-based system</u>
  - A variety of stakeholders—categories of stakeholders legislatively mandated
  - Generally meets at least monthly; working on adequacy issues since last October, 2009
  - Same support personnel as AYP Task Force
  - Groups have been meeting jointly for the past few months

The Input-Based System

- A school may demonstrate, through the input-based school accountability system, that it provides the opportunity for an adequate education as set forth in RSA 193-E:2-a by establishing that it met the following school standards in effect as of the effective date of this section:

- (a) English/language arts and reading as set forth in Ed 306.37.
- (b) Mathematics as set forth in Ed 306.43.
- (c) Science as set forth in Ed 306.45.
- (d) Social studies as set forth in Ed 306.46.
- (e) Arts education as set forth in Ed 306.31.
- (f) World languages as set forth in Ed 306.48.
- (g) Health education as set forth in Ed 306.40.
- (h) Physical education as set forth in Ed 306.41.
- (i) Technology education, and information and communication technologies as set forth in Ed 306.42 and Ed 306.47.
- (j) School year as set forth in Ed 306.18.
- (k) Minimum credits required for a high school diploma as set forth in Ed 306.27(f) and (m).

The Input System

- You all reviewed and signed off on your schools' input system submissions, right?

The Performance-based system

- Beginning with the 2011-2012 school year, a school may demonstrate by the end of the school year that it provides the opportunity for an adequate education through the performance-based school accountability system to be developed and implemented by the department, pursuant to RSA 193-E:3-c and RSA 193-E:3-d and designed to measure educational outcomes.

Commisioner's Task Force must…

- (a) Define the performance-based accountability system to be used by schools that will ensure that the opportunity for an adequate education is maintained.
- (b) Identify performance criteria and measurements.
- (c) Establish performance goals and the relative weights assigned to those goals.
- (d) Establish the basis, taking into account the totality of the performance measurements, for determining whether the opportunity for an adequate education exists, which may include the assignment of a value for performance on each measurement.
- (e) Ensure the integrity, accuracy, and validity of the performance methodology as a means of establishing that a school provided the opportunity for an adequate education as defined in RSA 193-E:2-a.

RSA: 193-E Requirements

- The task force shall develop a performance-based scoring system using only the best available data and indicators which are already provided to the department and/or performance measures that schools are already required to provide the department under other state or federal law.

… system **may consider** one or more of the following data and indicators:

- (a) Performance on state tests administered pursuant to RSA 193-C and, upon the prior approval of the department, other assessments administered at local option that are consistent with the state's curriculum standards.
- (b) Number and percentage of pupils participating in an advanced placement course.
- (c) Number and percentage of graduating pupils going on to post-secondary education and military service.
- (d) Attendance rates

- More….

Potential indicators (continued)

(e) Annual cumulative drop-out rates of high school pupils.

(f) School environment indicators, such as safe schools data.

(g) Expulsion and suspension rates, including in-school and out-of-school suspensions, which shall be reported for each school year.

(h) Number and percentage of classes taught by highly qualified teachers.

(i) Teacher and administrative turnover rates at the school and district levels.

Goals of the "Performance" System

- The Commissioner's Task Force clarified the purposes and intended uses for the performance-based system:

- Provide another opportunity for schools to demonstrate adequacy
  - Collect and report data to assist educators in improving student achievement
  - Promote equality of opportunity (subgroups)
  - Identify desirable educational practices and outcomes to
  - Facilitate public reporting of school effectiveness to education stakeholders

A Multi-Level Accountability System

- In order to best serve the identified purposes, the task force recommends a two level system:
- Level One
  - A very limited set of common (across the state) indicators and metrics
  - Applied consistently across all schools in the state
  - Focused on unarguable outcomes, e.g., NECAP, graduation rate, attendance
- Level Two
  - Locally determined goals, targets, and indicators
  - Participation in Level Two will be optional (for most)

Level One: Indicators (K-8)

- Inclusion Factors
  - 95% participation rate;
  - Excessive absence (% absent 10% or more of school days)
- Status Measures
  - Index scores for NECAP science and writing
- Growth and Status Measures
  - Student growth percentiles for reading and math
- Gap Analyses
  - Requiring adequate performance for both key subgroups and whole school

Level One: Indicators (HS)

- Inclusion Factors
  - 95% participation rate;
  - Excessive absence (% absent 10% or more of school days)
- Status Measures
  - Index scores for NECAP reading, math, science, and writing
- "Readiness" Indicators
  - Graduation rate
  - Dropout rate
- Gap Analyses
  - Requiring adequate performance for both key subgroups and whole school

1-4 Scale

- All indicators have been placed on a 1 through 4 scale
- The overall score, at this point, is simply an average of all indicators for each school
- The task force decided to emphasize certain values by weighting certain indicators more than others
  - Growth at elementary/middle
  - Graduation and dropout at high school

Level 2: Locally-determined system

- A very limited set (e.g., 2-5) of district/school-determined goals, targets, and indicators
  - For example, "increase the % of students achieving their NWEA growth targets to 90% by 2015"
- The school results related to such goals and targets would count in the performance-based accountability system and would be applied to schools that did not demonstrate the "opportunity for an adequate education" through the input or Level 1 system.

Growth Issues

- The Commissioner's Task Force is committed to including measures of student longitudinal growth into the Level 1 accountability system
  - e.g., measuring the change in performance for the same, matched students from 4th grade to 5th grade
- The AYP Task Force has been leading this work and both groups recommend using "Student Growth Percentiles" as the growth model in the Performance-based Adequacy Accountability system
- The specifics of how these results will be included in the accountability system are now finalized
- The following slides provide a brief introduction to this growth model

Student Growth Percentiles

- Measuring student growth in academic achievement across or even within years is gaining popularity in education for many good reasons:
  - Students all start at different places and measuring change from where they start seems more fair to students and adults
  - "Status" (i.e., single point in time) results are very strongly related to non-school factors such as income and class
- Even though many people want to measure growth, doing so well is not as easy as it might seem.

Student Growth Percentiles

- What does it mean to say that a girl grew 2.5 inches from ages 5 to 6? Is that typical, a lot or not enough?
- What does it mean to say that a student's score increased by 10 points in math from 4th grade to 5th grade?
- Would it help us to know that on average, girls grew 3 inches from 5 to 6 years of age and that 85% or so grew between 2 and 4 inches? What would we say about growth of 2.5 inches?
- Similarly, would it help us to know that on average student scores increased 7 points from 4th to 5th grade?

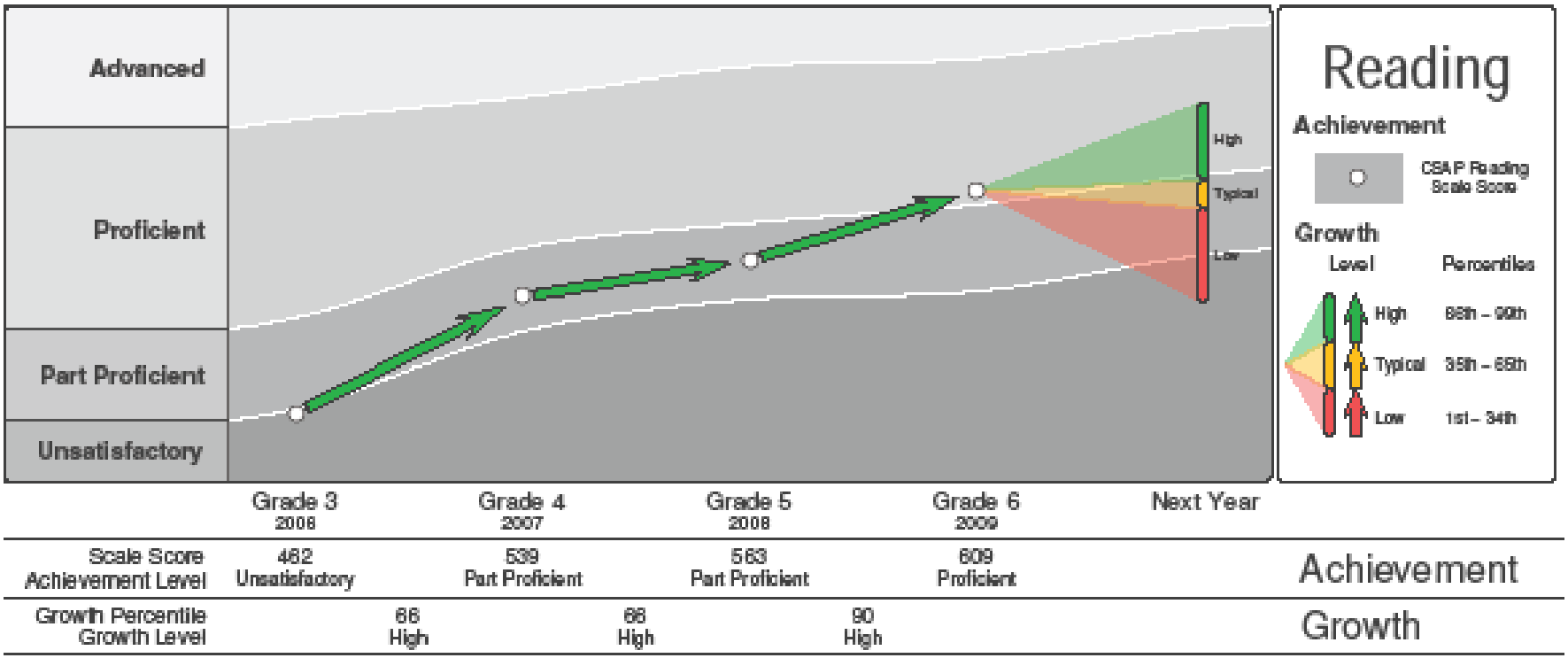
Student growth percentiles

- To make these growth comparisons more meaningful, it is helpful to take into account where students start in order to judge their growth, for example:
  - Consider that there are approximately a couple of hundred students (often more) at every NECAP score in 4th grade.
  - We can then rank order these students by their 5th grade scores
  - Imagine a student who scored 432 in 4th grade and 545 in 5th grade
  - In this example, if this student grew at a higher rate than 70% of her peers, we would say that she had a student growth percentile of 70

More on student growth percentiles (SGP)

- Of course, the reality is more complex than this little example. Further, we want to incorporate as many prior scores as possible to best estimate students' score history.
- Student growth percentiles were developed by Dr. Damian Betebenner at the Center for Assessment to help answer these questions about changes in student achievement.
- We can then generate individual student reports like the one we developed for Colorado on the following slide…

Student Report Used in Colorado



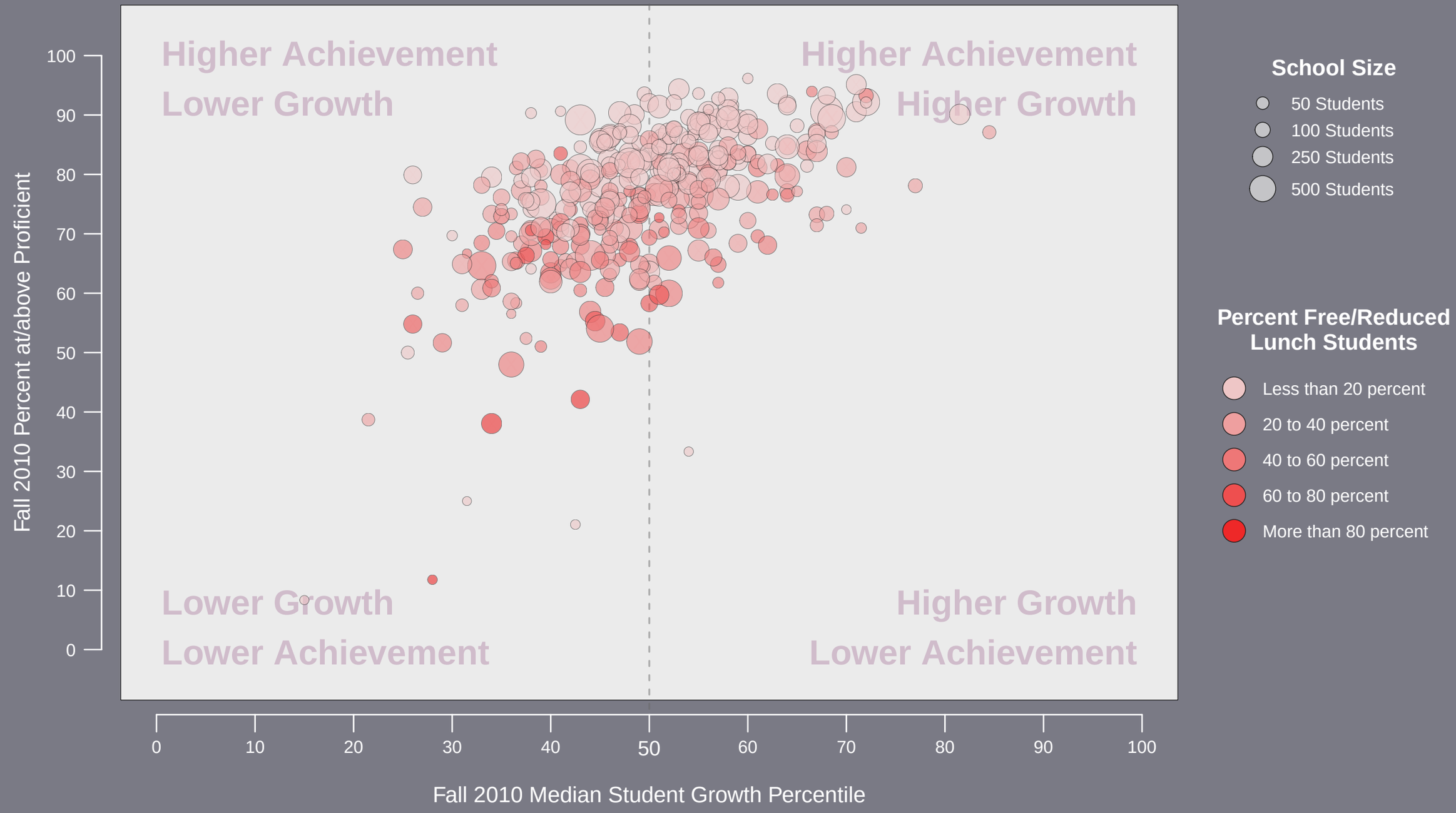
	Grade 3 2006	Grade 4 2007	Grade 5 2008	Grade 6 2009	Next Year	
Scale Score Achievement Level	462 Unsatisfactory	539 Part Proficient	563 Part Proficient	609 Proficient		Achievement
Growth Percentile Growth Level		66 High	66 High	90 High		Growth

Aggregating student growth percentiles

- Remember, this is a school accountability system
- We need to be able to take the individual student growth results and aggregate them to a school level
- We have found it most promising to use medians as the "average" school growth percentile
  - The median is the middle score in a distribution (the 50th percentile)
- We have also found it useful to consider the school's achievement (status) in addition to growth
- The following bubble charts illustrate this…

Growth and Achievement

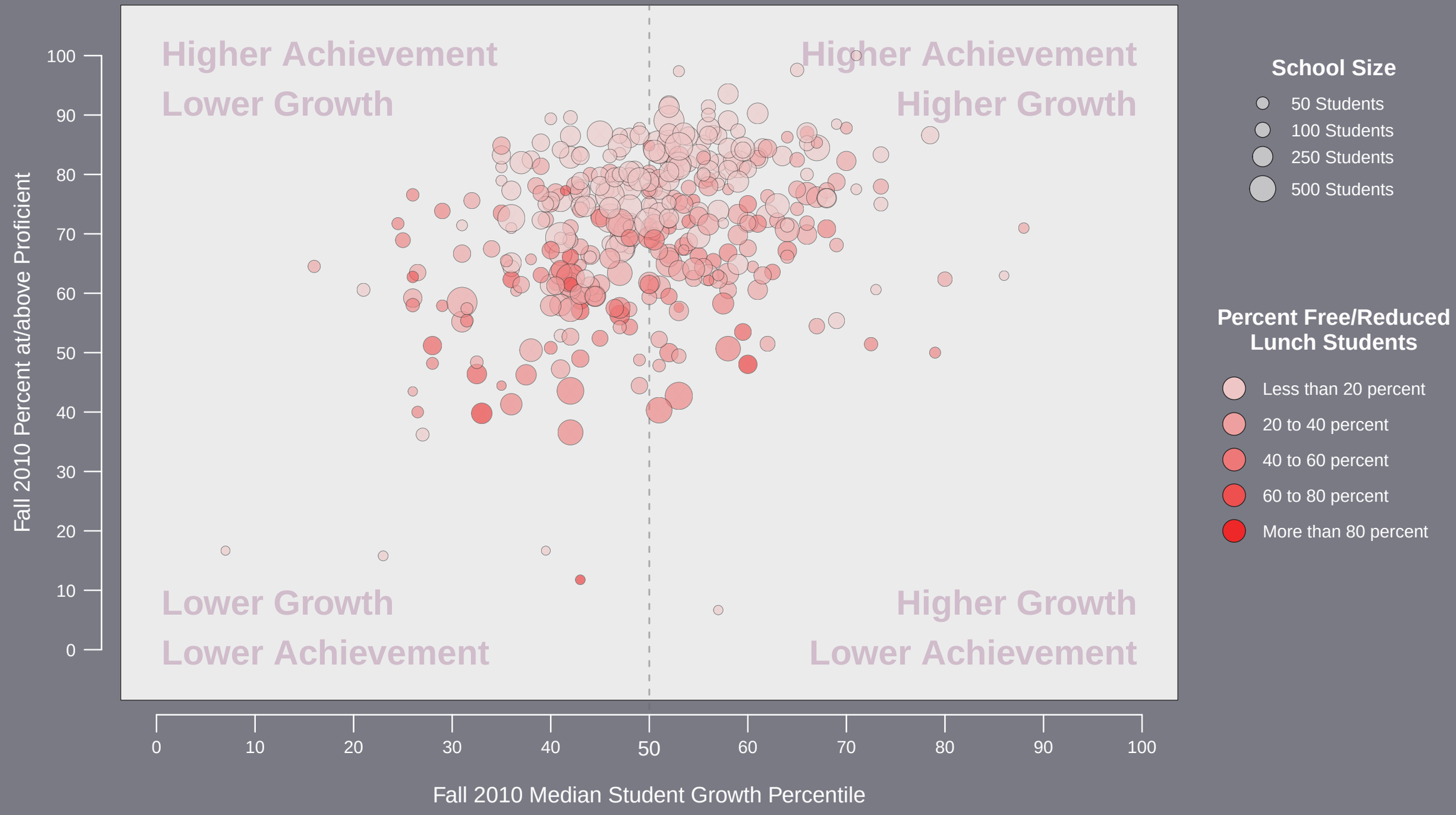
New Hampshire: 2009−10 NECAP Growth & Achievement
Reading Performance by School Poverty



Growth and Achievement

New Hampshire: 2009−10 NECAP Growth & Achievement

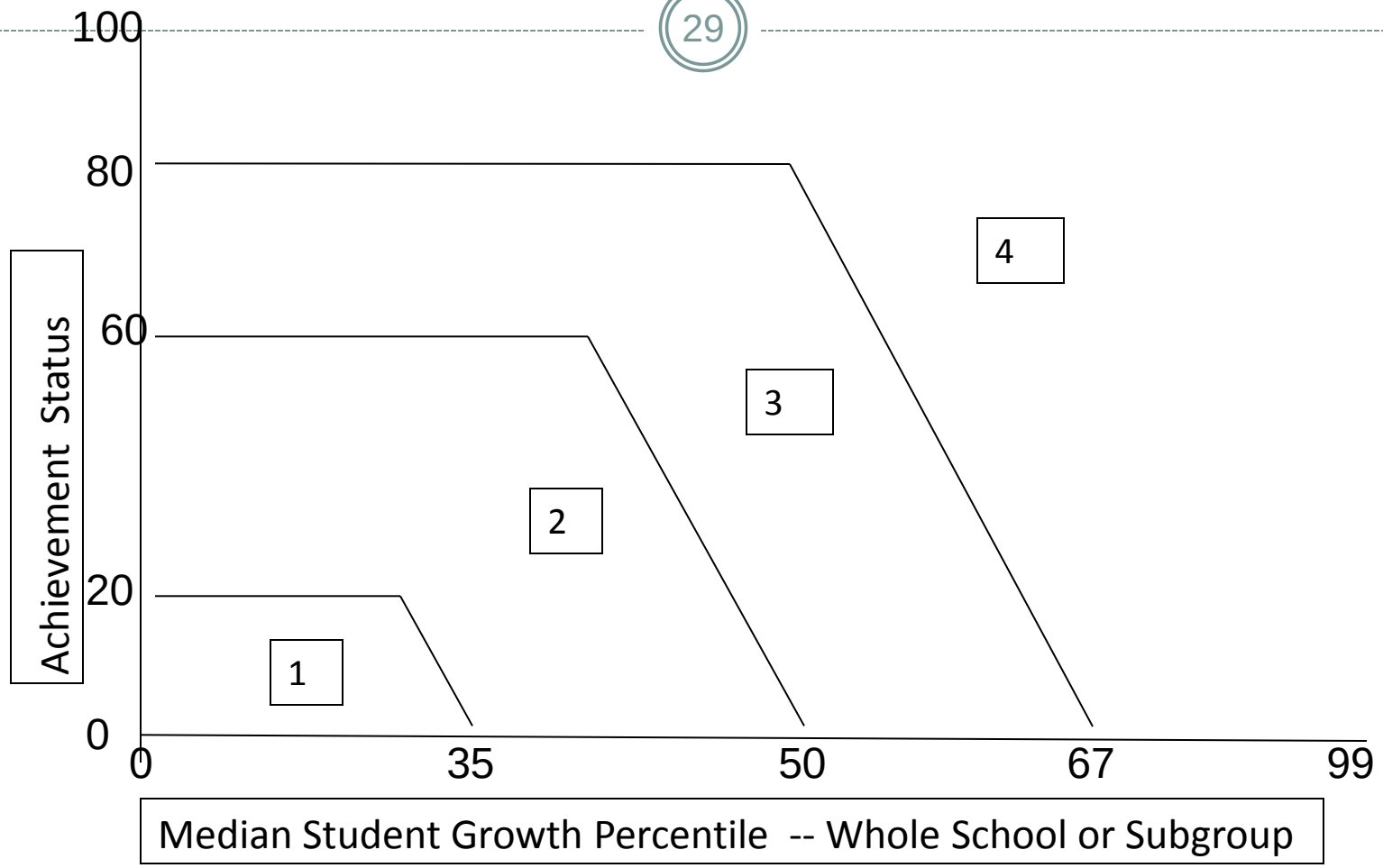
NECAP Math Performance by School Poverty



Quantifying the bubbles

- Both task forces love the bubble charts and wanted to try to find a way to quantify the results such that any school in the lower left quadrant might be considered not adequate
- It is not as easy as it sounds
  - Multiple indicators
  - Multiple subgroups
- We tried some pretty interesting things as you can see on the following….

A potential way to award “points”



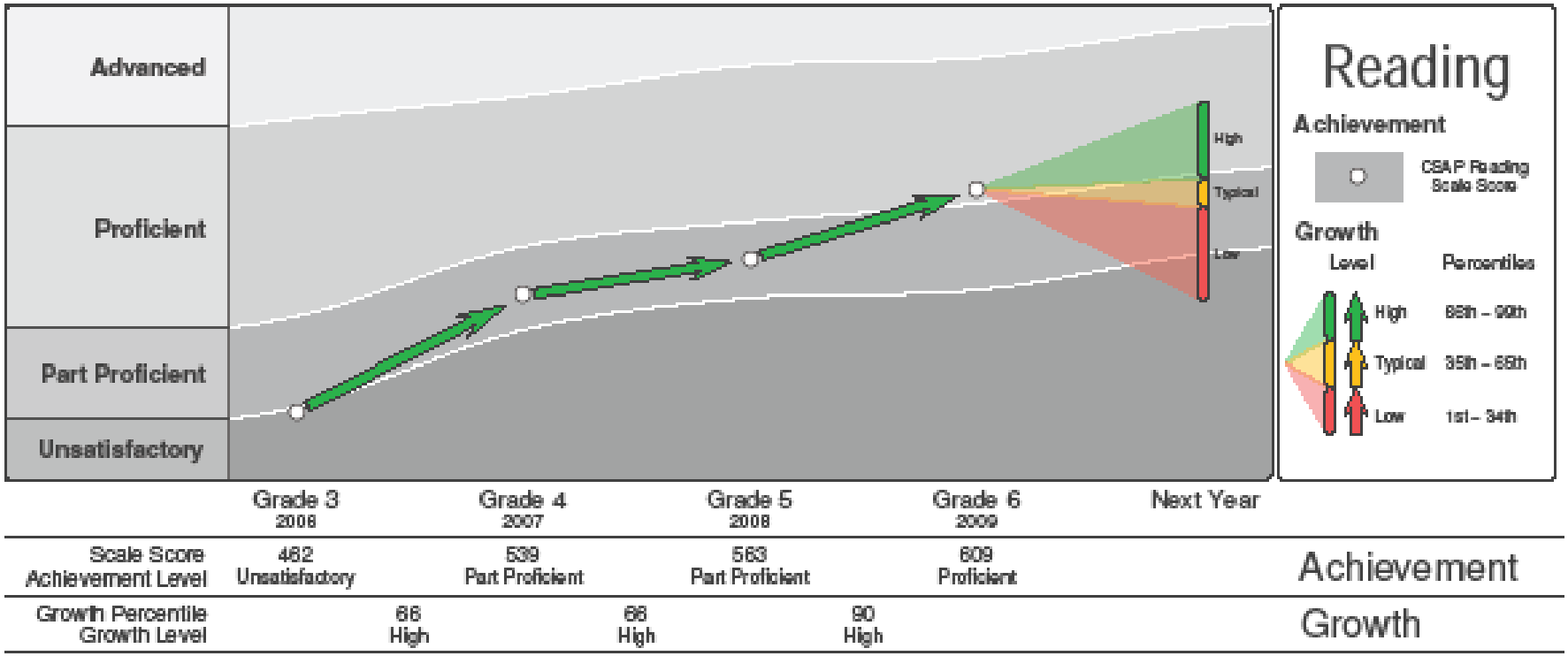
Norms and criteria

- All of these efforts are really an attempt to capitalize on both the normative information (growth percentiles) and criterion information (proficiency)
- The student growth percentiles allow us to do just that

Individual Targets

- The Task Force determined that individual student targets must be created, evaluated, and reported
  - The group decided to establish individual student targets for students currently below proficient to reach proficient in 3 years or less or by 8th grade (whichever is first), while proficient/advanced students stay above proficient
  - The target is based on a defined and meaningful criterion (proficient) and can be used in the aggregate to establish school and subgroup targets

Student report showing potential targets



Aggregate Criterion Targets

- Similar to aggregating the observed student growth percentiles, we can aggregate the targets for all of the students in the school/subgroup and find the median
  - We can then compare the median of all of the observed growth percentiles with the median of the targets

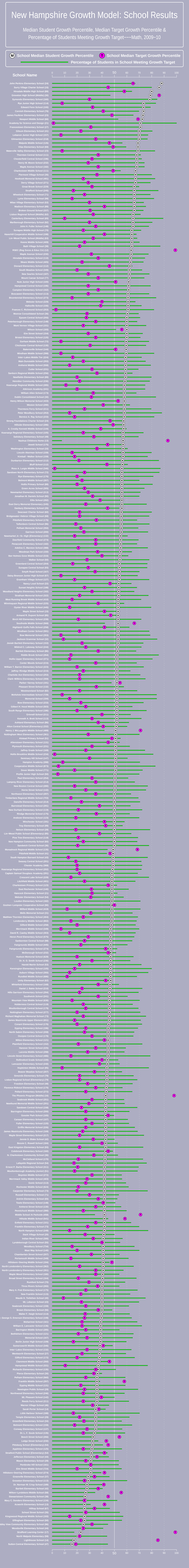
Norm-referenced growth still counts

- Schools with a lot of high achieving students will have relatively low aggregate targets so that low observed median growth percentiles could still allow schools to meet targets
- Colorado required schools, in order to be classified in one of the higher rubric categories, to still have a relatively modest median growth percentile
- Both Task Forces here in NH agreed with this viewpoint

New Hampshire Growth Model: School Results

Median Student Growth Percentile, Median Target Growth Percentile & Percentage of Students Meeting Growth Target——Math, 2009–10

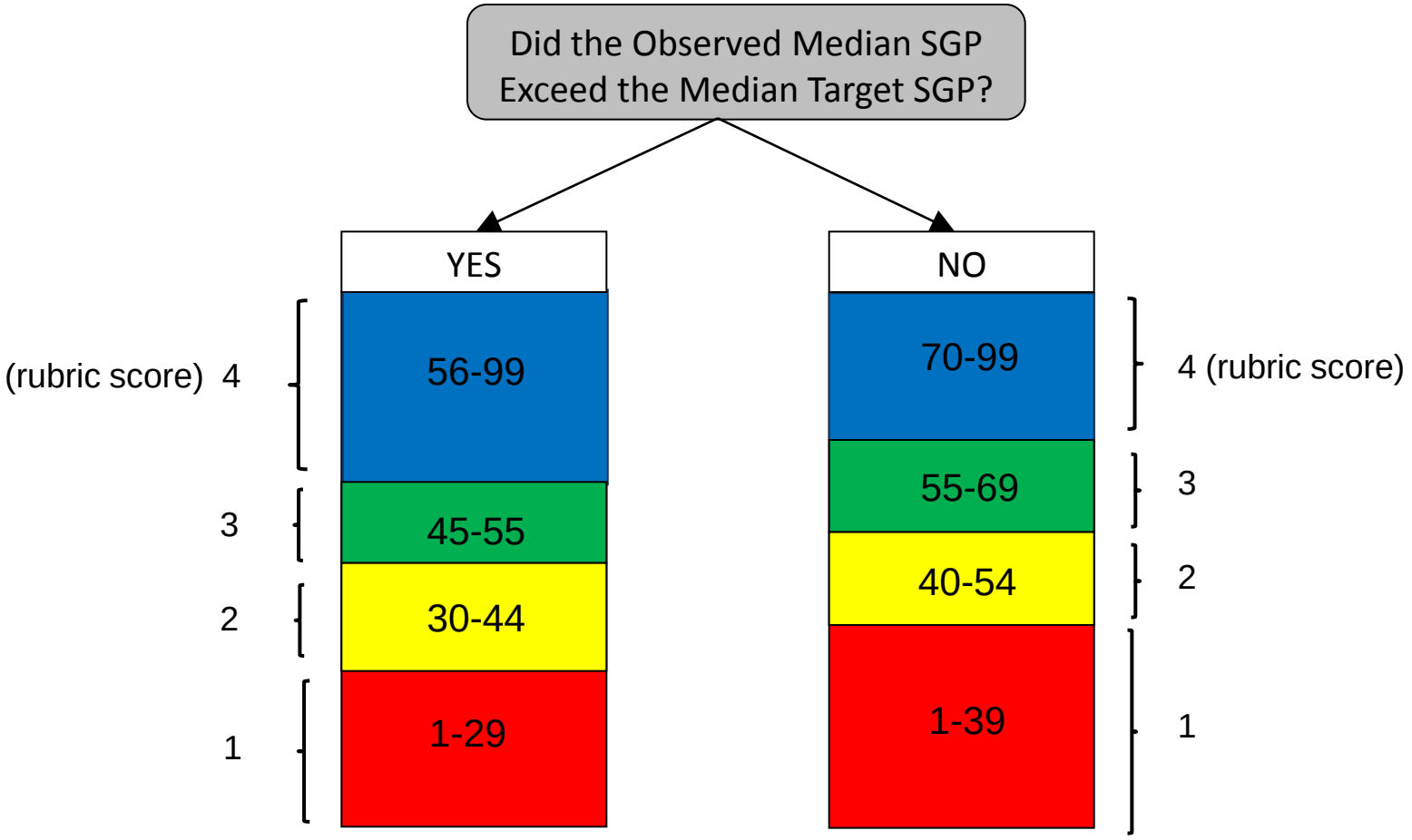
M School Median Student Growth Percentile T School Median Target Growth Percentile
Percentage of Students in School Meeting Growth Target



A rubric-based approach

- As seen on the following slide, a rubric is used to "score" growth
- We have also established rubrics for the other indicators, such as status, attendance, graduation, etc.
  - And will use these rubric ratings for subgroups
- Our current plans are to aggregate across all rubric scores into a single composite
  - We could have made adequacy decisions without creating a single composite, but both Task Forces preferred the single composite approach.

Growth Rubric with Cut Scores for Median SGPs



Considering Subgroups

- The Commissioner's Task Force was always clear that the performance of subgroups was critical in defining adequacy
- However, the task force was clear that it did not want to repeat the mistakes of NCLB (double-counting, multiple conjunctive decisions)
- After much deliberation, the task force decided to "single count" key historically educationally disadvantaged groups of students in NH

Group Definitions

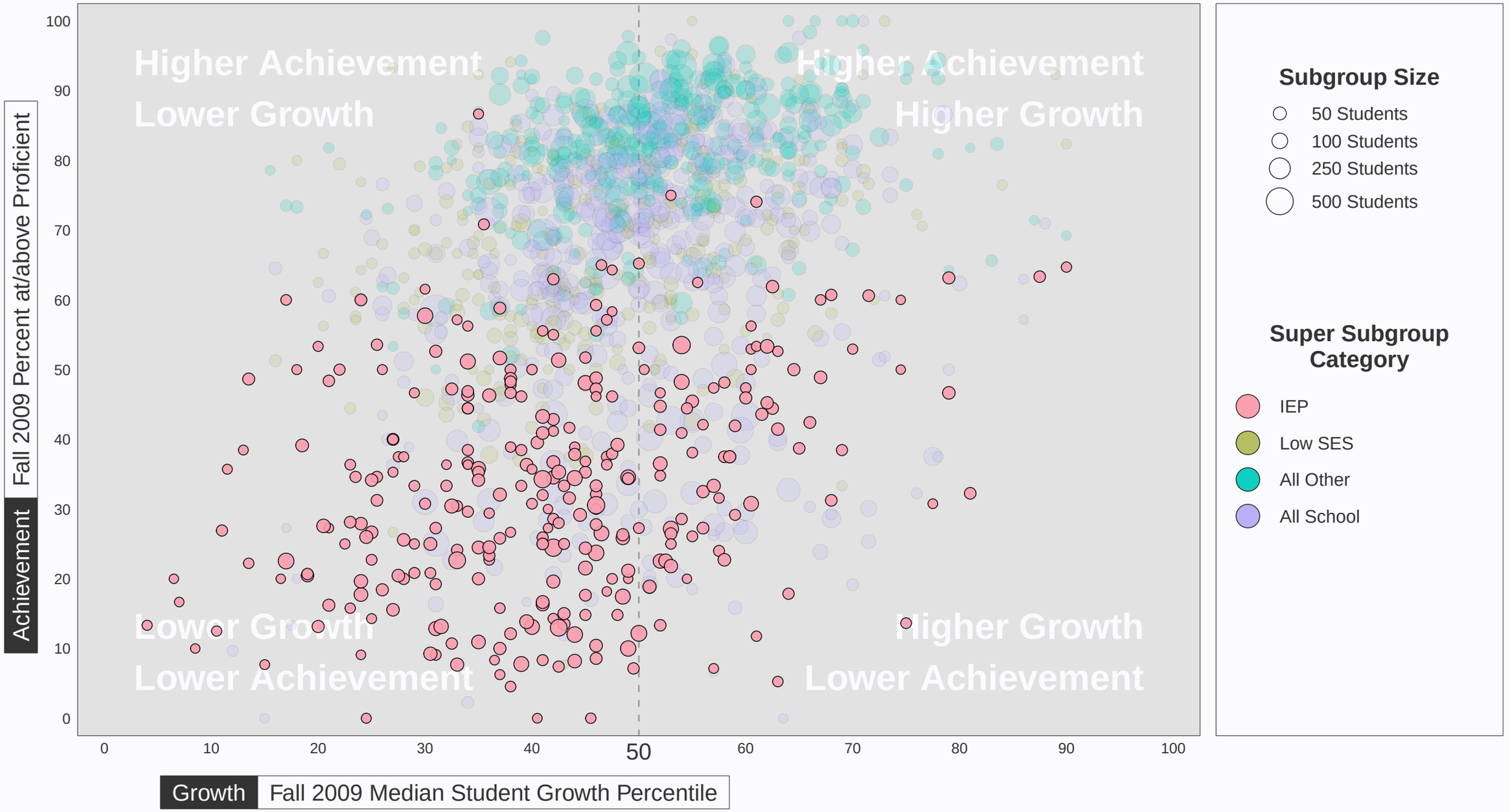
- ELL
- Special education
- Economically disadvantaged/not special ed or ELL
- "All others", i.e., not special ed, ELL or low SES
- Whole school

- The task force also wanted to use a low minimum-n (5) to ensure that the system is both fair across schools and focuses on student needs
  - The compensatory nature of the final decision protects against unreliability

Growth and Achievement

New Hampshire: 2009−10 NECAP Growth & Achievement

Math Performance by School Subgroup Percent



Growth and Achievement

New Hampshire: 2009−10 NECAP Growth & Achievement

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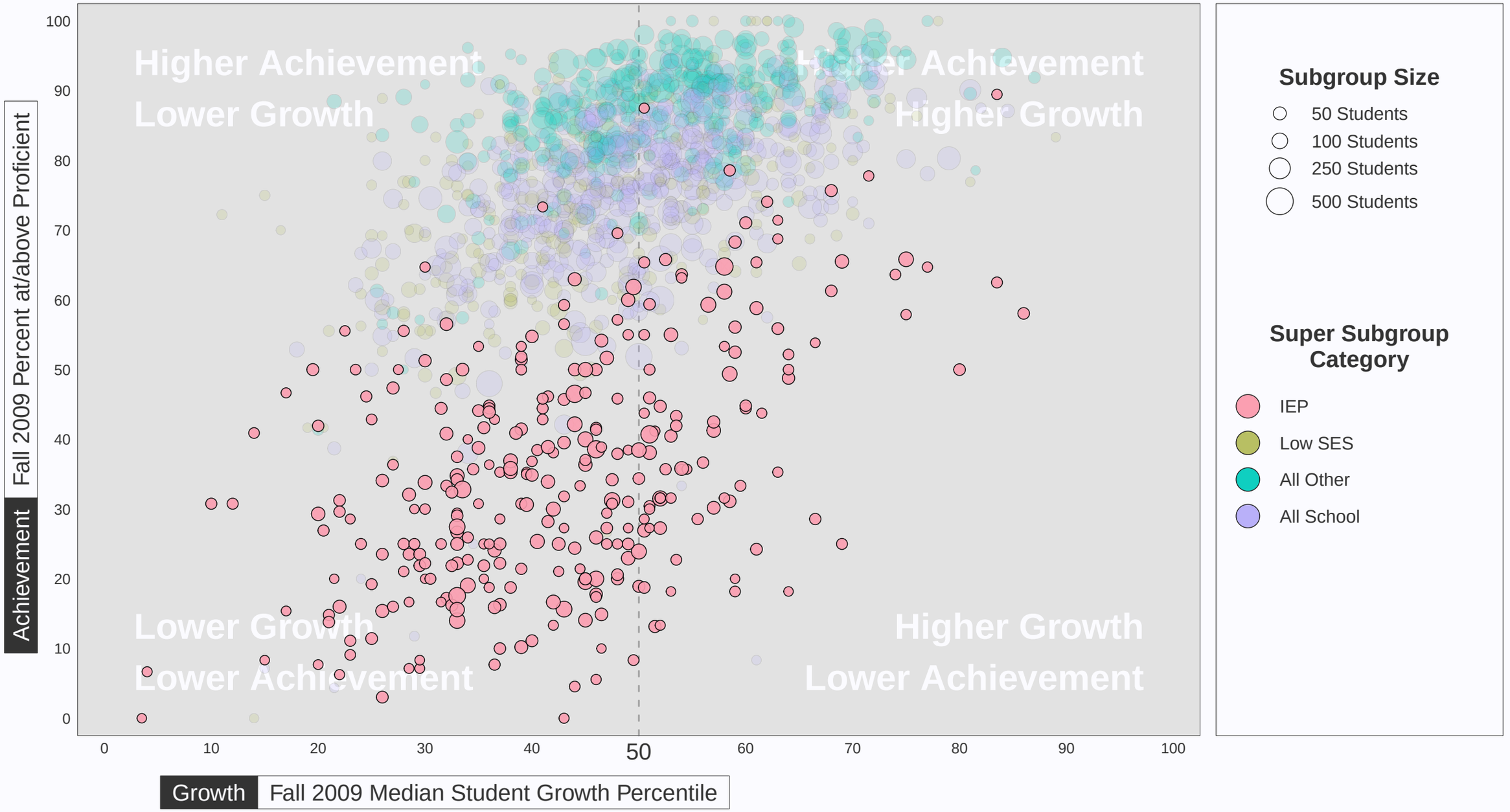
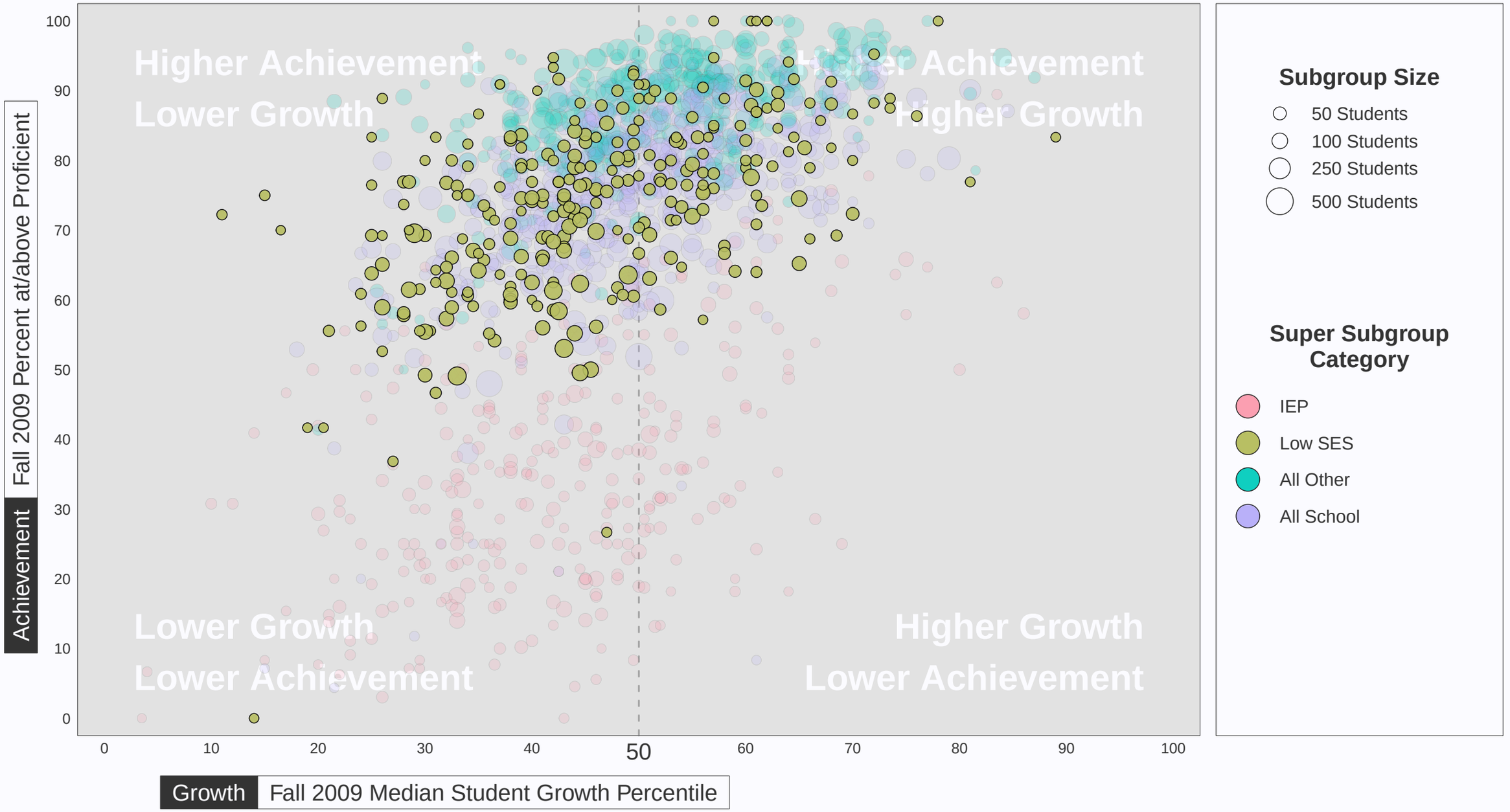
Reading Performance by School Subgroup Percent



Growth and Achievement

New Hampshire: 2009−10 NECAP Growth & Achievement

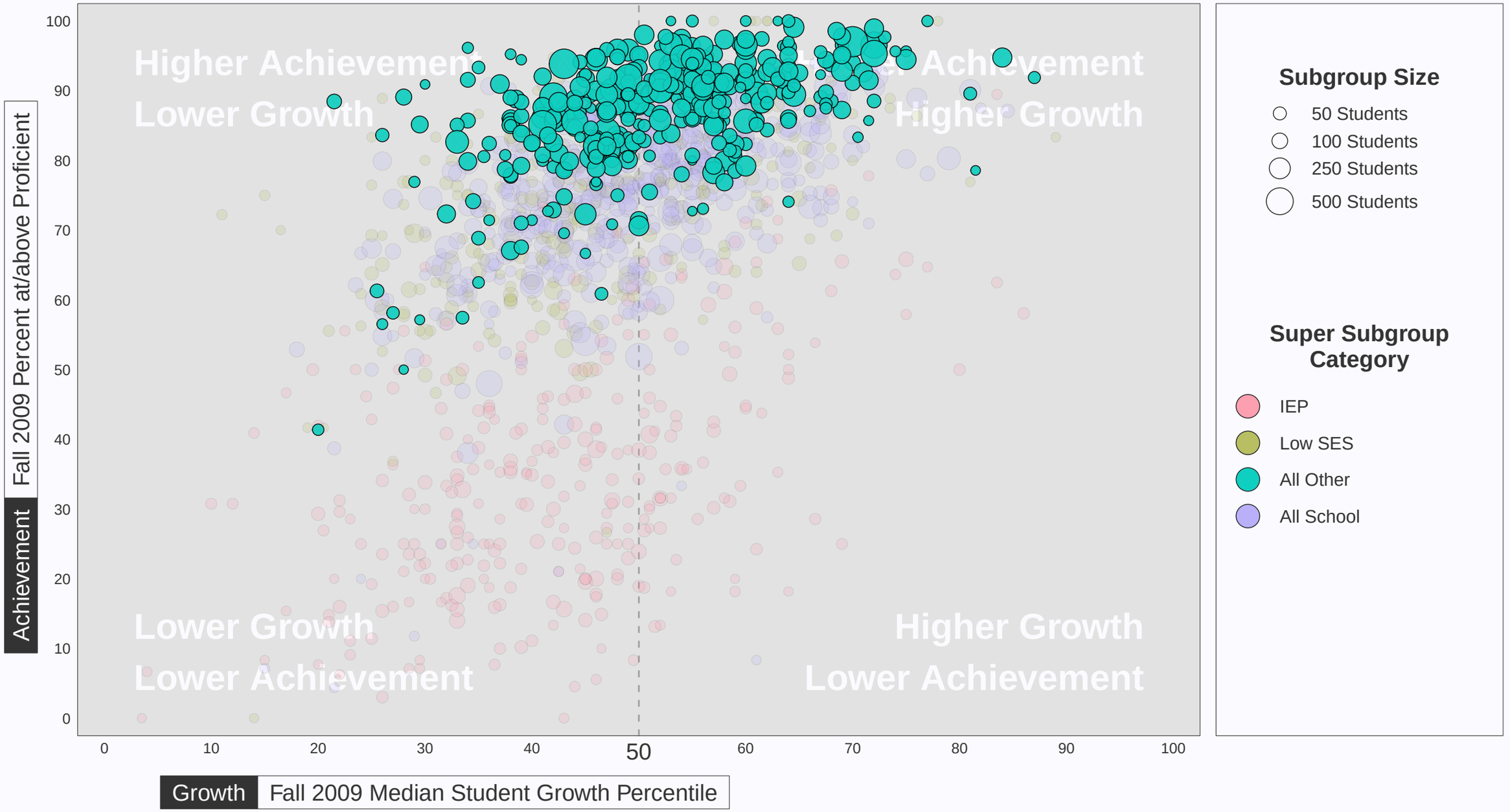
Reading Performance by School Subgroup Percent



Growth and Achievement

New Hampshire: 2009−10 NECAP Growth & Achievement

Reading Performance by School Subgroup Percent



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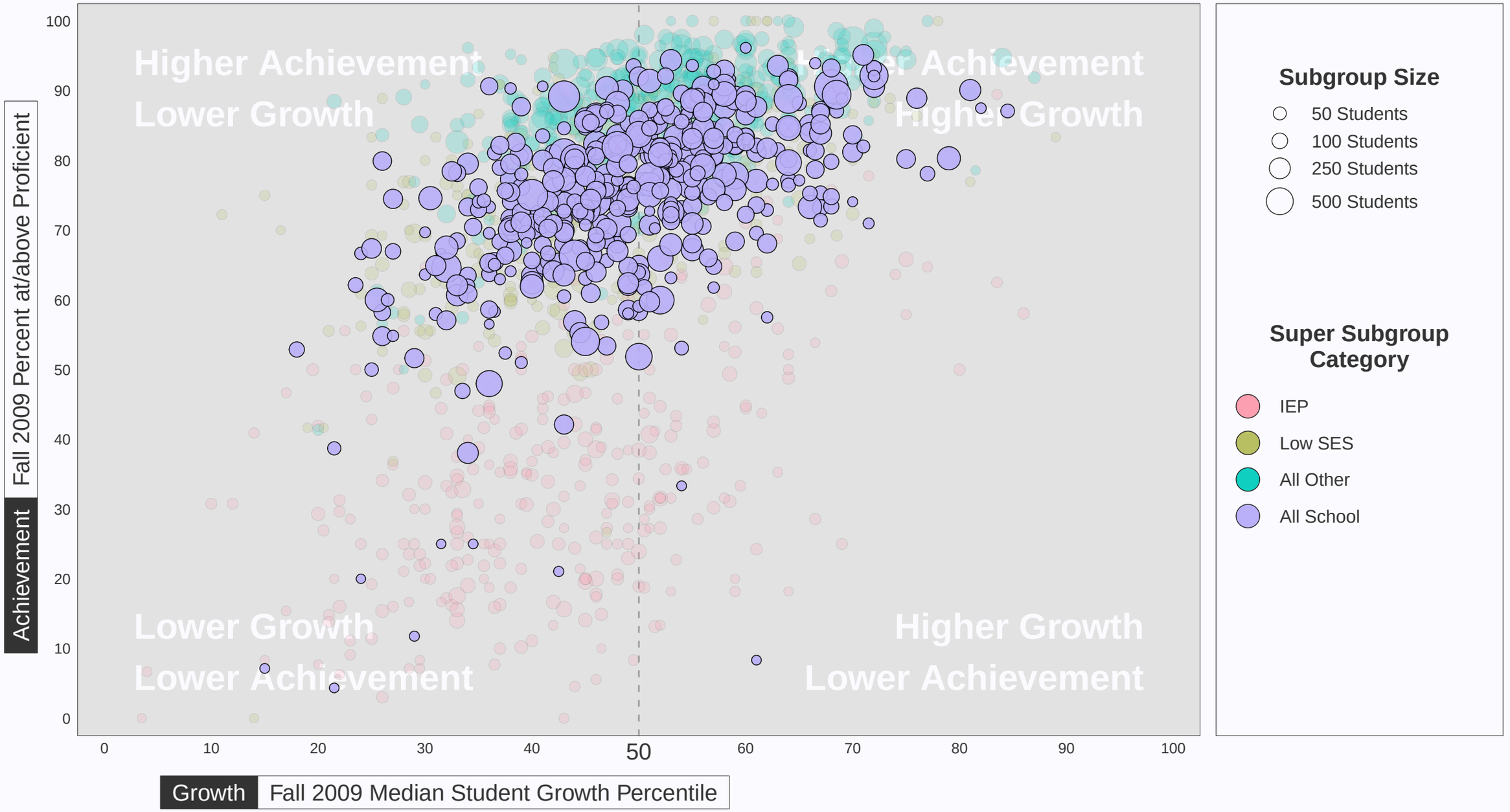
Reading Performance by School Subgroup Percent



ELL Students

- Using the ACCESS for ELLs™ assessment that measures English proficiency instead of NECAP
- We are using the AMAO-1 (progress) calculation
  - Students making any of three defined types of progress (A, B, C) divided by the total number of LEP students in the program for at least 2 years
- Folded into the “reading” average score

What's Adequate?

- The Task Force considered the question, "Does a "1" in any subgroup/content area mean that the school is not providing an opportunity for an adequate education?", but decided on the overall composite approach instead.
- The Task Forces have agreed to create an overall weighted average score and then undergo a "standard setting" process to determine the adequacy level

Reporting System

- While this system is designed to meet legislative requirements, the Task Force recognizes that it will be a lost opportunity if the information is not useful in school improvement efforts
- The information can only be useful if people can understand and act on it
- To that end, we have engaged the Center for Assessment and other consults to help create data visualization tools to support school improvement efforts

NEW HAMPSHIRE PERFORMANCE INDICATORS REPORT SAMPLE, DECEMBER 2010
GRAY LAKE ELEMENTARY SCHOOL

SCHOOL PROFILE: Enrollment: 377 Grades: K-8 % SWD : 15% %Low SES: 37% % ELLs = 9%

PERFORMANCE INDICATORS REPORT – ELEMENTARY/ MIDDLE SCHOOLS REVISED 12.10.10

		Median Target SGP	Median Observed SGP	Points Earned	TOTAL
READING: NECAP SGP 2009	Whole school	28.00	61.00	4	
	ELLs ACCESS AMAO	-	-		
	Students w/Disabilities	41.50	58.00	4	
	Low SES	65.00	40.00	2	
	All Others	19.00	64.00	4	
	READING AVERAGE POINTS			3.50	
	WEIGHTING = TIMES 3				**10.5**

		Median Target SGP	Median Observed SGP	Points Earned	TOTAL
MATHEMATICS NECAP SGP	Whole school	30.50	66.00	4	
	ELLs	-	-		
	Students w/Disabilities	64.00	61.50	3	
	Low SES	40.00	64.00	4	
	All Others	25.00	69.00	4	
	MATHEMATICS AVERAGE POINTS			3.75	
	WEIGHTING = TIMES 3				**11.25**

		Index Score	Points Earned	TOTAL
SCIENCE: NECAP index 2009 State average =	Whole school	84.20	3	
	ELLs	-	-	
	Students w/Disabilities	77.80	2	
	Low SES	82.40	3	
	All Others	89.70	3	
	SCIENCE AVERAGE POINTS		2.75	
	WEIGHTING = TIMES 1			**2.75**

		Index Score	Points Earned	TOTAL
WRITING NECAP scoring 2008 State average =	Whole school	94.40	4	
	ELLs	-	-	
	Students w/Disabilities	72.30	2	
	Low SES	90.90	4	
	All Others	94.10	4	
	WRITING AVERAGE POINTS		**3.5**	
	WEIGHTING = TIMES 1			**3.5**

PERFORMANCE INDICATORS REPORT – ELEMENTARY/ MIDDLE SCHOOLS REVISED 12.10.10

		Met Threshold	Points Earned	TOTAL
PARTICIPATION (IN NECAP AND ACCESS FOR ELLS) met rate -- 95%	Reading Whole school	Yes	4.00	
	Reading ELLs	-	-	
	Reading SWD	Yes	4.00	
	Reading Low SES	Yes	4.00	
	Reading: All others	Yes	4.00	
	Math Whole school	Yes	4.00	
	Math ELLs	-	-	
	Math SWD	Yes	4.00	
	Math Low SES	Yes	4.00	
	Math: All others	Yes	4.00	
	Participation Average Points		**4.00**	
	WEIGHTING = TIMES 1			**4.00**

		Excessive Absence Rate	Points Earned	TOTAL
EXCESSIVE ABSENCE Percent of students absent more than 10% of enrolled time	Whole school	8.26	3.00	
	ELLs	-	-	
	SWD	9.26	3.00	
	Low SES	18.75	2.00	
	All Others	3.28	4.00	
	EXCESSIVE ABSENCE POINTS		**4.00**	
	WEIGHTING = TIMES 1			**3.00**
GRAY LAKE ELEMENTARY SCHOOL PERFORMANCE INDICATORS TOTAL				**35.0**

Score for Adequacy Decision: 35/10 3.5

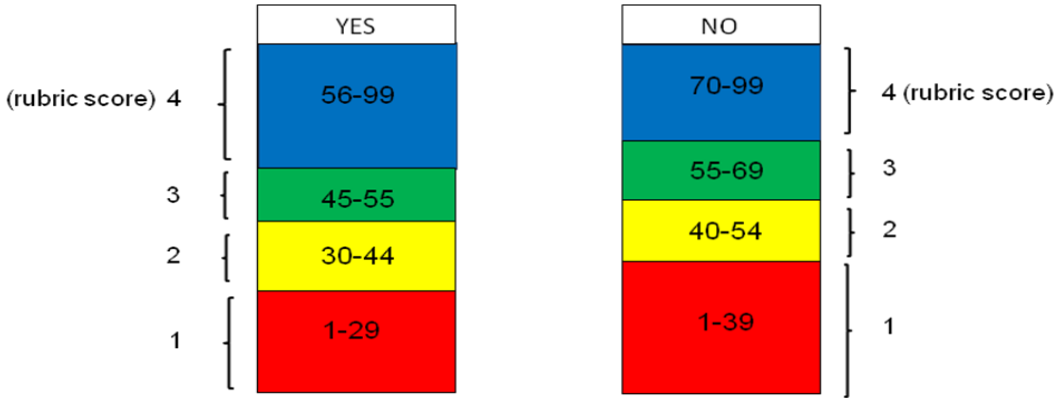
Elementary/ Middle School Definitions:

NECAP SGP = Median Student Growth Percentile based on the New England Comprehensive Assessment Program (a combination of Growth and Performance) Reading and Mathematics Median Growth Percentiles are weighted more than Science and Writing Achievement scores.

Points earned for Reading and Mathematics Student Growth Percentile (SGP) :

Did the school meet its Median Student Growth Percentile Target?

The number of points a school earns for its NECAP Student Growth Percentile (SGP) depends first on whether or not its Median SGP met the required target and then on the actual observed Median Student Growth.



Subgroup Definitions:

ELLs = English language learners; students who are eligible for or are receiving ELL services

SWD = students with disabilities whose instruction is guided by an individual education plan (who are not ELL)

Low SES (socioeconomic status) = students eligible for free and reduced price lunch, a measure of poverty (who are not ELL or SWD)

All others = students who are not ELL, SWD, or Low SES

ACCESS for ELLs™ test: = assessment measuring growth toward English proficiency

AMAO 1 = percentage of ELL students with at least two years of ACCESS test data who met improvement expectations

NECAP Index – Value representing full credit for students already proficient and partial credit for students working toward proficiency

Rubric cut points for index scores (Science and Writing):

90-100 = 4 points 80-89 = 3 points 70-79 = 2 points below 70 = 1 point

Participation rate = percent of students who were eligible to test and did;(the current threshold is 95%)

"met" threshold = 4 points *did not meet* threshold = 1 point

Excessive absence rate = percent of students absent more than 10% of enrolled days (18 of 180 days)

Excessive Absence points:

5% or less = 4 points 6 – 10% = 3 points 11 – 20% = 2 points greater than 21% = 1 point

Cell sizes - This report uses a minimum of 5 students for the academic indicators and 40 students in all other categories.

NEW HAMPSHIRE PERFORMANCE INDICATORS REPORT SAMPLE DECEMBER 2010
Blue Hills HIGH SCHOOL

SCHOOL PROFILE: Enrollment: 2215 (Tested: 472) Grades: 9 – 12 % SWD : 12% %Low SES: 28% % ELLs: 8%

PERFORMANCE INDICATORS REPORT – HIGH SCHOOLS			REVISED 12.10.10	
		Index Score	**Points Earned**	**TOTAL**
READING: NECAP INDEX 2009 state average = 89.7; range = 47.8 to 96.9)	Whole school	90	4	
	ELLs (ACCESS AMAO1)	-%	-	
	Students with Disabilities	81	3	
	Low SES	85	3	
	All Others	92	4	
	READING AVERAGE POINTS		3.5	
	WEIGHTING = TIMES 1			**3.50**
		Index Score	**Points Earned**	
MATHEMATICS: NECAP INDEX 2009 state average = 66.4; range = 15.6 to 87.5	Whole school	70	2	
	ELLs	-	-	
	Students with Disabilities	59	1	
	Low SES	61	1	
	All Others	77	2	
	MATHEMATICS AVERAGE POINTS		1.5	
	WEIGHTING = TIMES 1			**1.50**
		Index Score	**Points Earned**	
SCIENCE: NECAP index 2009 State average = 67.9 Range = 38.7 to 86.4	Whole school	72	2	
	ELLs	-	-	
	Students with Disabilities	66	1	
	Low SES	70	2	
	All Others	75	2	
	SCIENCE AVERAGE POINTS		1.75	
	WEIGHTING = TIMES 1			**1.75**
		Index Score	**Points Earned**	
WRITING NECAP scoring (rubric to index) 2009 State average = 6.5 = 80 pts	Whole school	75	2	
	ELLs	-	-	
	Students with Disabilities	58	1	
	Low SES	73	2	
	All Others	83	3	
	WRITING AVERAGE POINTS		2.0	
	WEIGHTING = TIMES 1			**2.00**
		Excessive Absence Rate	**Points Earned**	
EXCESSIVE ABSENCE Percent of students absent more than 10% of enrolled time	Whole school	18.25	2	
	ELLs	-	-	
	Students with Disabilities	19.56	2	
	Low SES	15.38	2	
	All Others	18.21	2	
	EXCESSIVE ABSENCE POINTS		2.00	
	WEIGHTING = TIMES 1			**2.00**

PERFORMANCE INDICATORS REPORT – HIGH SCHOOLS			REVISED 12.10.10	
		Met Threshold	Points Earned	**TOTAL**
PARTICIPATION (IN NECAP AND ACCESS FOR ELLS) met rate -- 95%	Reading Whole school	Y	4	
	Reading ELLs (ACCESS)	<40		
	Reading SWD	Y	4	
	Reading Low SES	Y	4	
	Reading: All others	Y	4	
	Math Whole school	Y	4	
	Math ELLs	<40		
	Math SWD	Y	4	
	Math Low SES	Y	4	
	Math: All others	Y	4	
	PARTICIPATION AVERAGE POINTS		4.00	
	WEIGHTING = TIMES 1			**4.00**
		Graduation Rate	**Points Earned**	
GRADUATION RATE (4yr cohort) target = 95% by 2014 state average = 81.5; range = 50 to 96.59	Whole school	67.89%	1	
	ELLs			
	SWD			
	Low SES			
	All Others			
	GRADUATION AVERAGE POINTS		1.00	
	WEIGHTING = TIMES 2			**2.00**
		Dropout Rate	**Points Earned**	
DROPOUT RATE (4 yr cohort) target = 0% state average = 9.4%; range = 0% to 50%	Whole school	17.12%	2	
	ELLs			
	SWD			
	Low SES			
	All Others			
	DROPOUT RATE AVERAGE POINTS		2.00	
	WEIGHTING = TIMES 2			**4.00**
BLUE HILLS HIGH SCHOOL PERFORMANCE INDICATORS TOTAL				**20.75**

Score for Adequacy Decision: 20.75/10 = 2.075

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12.10.2010

HIGH SCHOOL DEFINITIONS:

Subgroup Definitions:
ELLs = English language learners; students who are eligible for or are receiving ELL services
SWD = students with disabilities whose instruction is guided by an individual education plan (who are not ELL)
Low SES (socio-economic status) = students eligible for free and reduced price lunch, a measure of poverty (who are not ELL or SWD)
All others = students who are not ELL, SWD, or Low SES

ACCESS for ELLs™ test: assessment measuring growth toward English proficiency

AMAO 1: percentage of ELL students with at least two years of ACCESS test data who met improvement expectations.

NECAP Index: Value representing full credit for students already proficient and partial credit for students working toward proficiency.
Rubric cut points for index scores:
90-100 = 4 points 80-89 = 3 points 70-79 = 2 points below 70 = 1 point

NECAP Writing: Rubric scores (1-12) converted to Index points
1 or 2 = 0 3 = 20 4 = 40 5 = 60 6 = 80 7+ = 100

Excessive absence rate: percent of students absent more than 10% of enrolled days (18 of 180 days)
Excessive Absence points:
5% or less = 4 points 6 – 10% = 3 points 11 – 20% = 2 points greater than 21% = 1 point

Participation rate: percent of students who were eligible to test and did *(threshold is 95%)*
Points for participation rate:
met threshold = 4 points did not meet threshold = 1 point

Graduation rate: *4 year cohort rate (the percentage of students who began as 9th graders 4 years ago and graduate with a standard diploma)*
Rubric points for graduation rate:
90 -100% = 4 points 80 – 89% = 3 points 75 – 79% = 2 points below 75% = 1 point

Dropout rate: cohort dropout rate *(students from the 4 year cohort earning a GED or who graduate early are NOT counted as dropouts)*
Rubric points for dropout rate:
0-5% = 4 points 6% - 10% = 3 points 11% - 20% = 2 points greater than 20% = 1 point

Cell sizes: This report uses a minimum of 5 students for the academic indicators and 40 students in all other categories.

Level 2

- Any school may participate in Level 2
- Schools without 2 years of NECAP data (K, K-1, K-2 schools) will need to use alternate data and Level 2
- Schools that do not demonstrate adequacy in any other way may be directed to participate in Level 2 as part of intervention/support
- Goals, measures, and outcomes must be approved by NH DOE in more of a support rather than regulatory role
  - Local boards will have to approve the process and publish the results
  - NH DOE will create guidance and support materials to assist LEA's in this process
- Task force is still considering how to incorporate Level 2 results into determinations of adequacy

Advantages of two-level system

- Level 1 will meet the statutory requirements on its own
  - Clear outcomes
  - Data already collected by the state
  - No additional burden on districts
- Level 2 creates incentives for the types of school activities and multiple assessments we would like to see in all schools
  - Optional—no unfunded mandate
  - Tied closely with school improvement activities

Timeline

- Input system is already undergoing a pilot
- NH DOE will present the design of the system to the legislature soon [Sometime in January]
- Winter 2010-2011: Share and receive feedback from key constituents and all schools
- March 2011: Performance system design “finalized”
- June 2011: “beta” release of performance system
- June 2012: First implementation of Performance system
- First NH Accountability Report – October 2012